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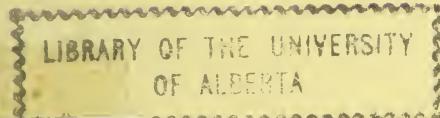
PROGRAM of STUDIES

for

JUNIOR HIGH SCHOOLS

of

ALBERTA



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Department of Education
EDMONTON, ALBERTA
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PROGRAM of STUDIES

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Department of Education
EDMONTON, ALBERTA
1968

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LANGUAGE

Objectives

- (1) The achievement of form and order in the expression of ideas.
- (2) The achievement of clear, varied, lively, and appropriate sentences.
- (3) The improvement of other skills necessary for general competence in the use of language, with particular stress on alert, critical listening.
- (4) The development of understanding about language and the relation of this understanding to the uses of language.

Recommended Text Books

Grade VII —*Just English 1*: Chorny et al.

Patterns for Writing 1: Dashwood-Jones
and one of:

MacMillan Spelling Series, Book 7
Basic Goals in Spelling, Grade VII

Grade VIII—*Just English 2*: Chorny et al.

Patterns for Writing 2: Dashwood-Jones
and one of:

MacMillan Spelling Series, Book 8
Basic Goals in Spelling, Grade VIII

Grade IX —*Just English 3*: Chorny et al.

Patterns for Writing 3: Dashwood-Jones

Program Outline

Grade VII —1. Writing Skills:

- (a) Single and multiple paragraph composition and reports.
- (b) Summaries and note-taking.
- (c) Friendly letters.
- (d) Spelling.
- (e) Vocabulary development.
- (f) Handwriting.
- (g) Punctuation.

2. Speaking and Listening Skills.

3. Reading Skills.

4. Grammar.

Grade VIII—1. Writing Skills:

- (a) Single paragraphs with stress on expository, descriptive, and narrative writing.
- (b) Reports.
- (c) Outlines.

- (d) Social and courtesy letters.
- (e) Spelling.
- (f) Vocabulary development.
- (g) Handwriting.
- (h) Punctuation.

2. Speaking and Listening Skills.
3. Reading Skills.
4. Grammar.

Grade IX —1. Writing Skills:

- (a) Single and multiparagraph reports, compositions, short stories, speeches, etc.
- (b) Summaries and outlines.
- (c) Business letters.
- (d) Spelling.
- (e) Vocabulary development.
- (f) Handwriting.
- (g) Punctuation.

2. Speaking and Listening Skills.
3. Reading Skills.
4. Grammar.

LITERATURE

The general objectives of the study of literature are to:

- (a) experience enjoyment
- (b) develop values for one's self and a tolerance for the values of others
- (c) develop norms for judging merits of literature . . . (appreciation)
- (d) develop knowledge of literary terminology
- (e) provide the student with the knowledge gained through vicarious experiences
- (f) understand the author's purpose or message
- (g) develop an appreciation of our literary heritage
- (h) improve written and oral expression.

LITERATURE VII

Recommended Texts

Safaris I by Coutts and Chalmers

Poems for Boys and Girls by Morgan and Routley

Plays as Experience by Zachar

Course Content

I. *Required Coverage*

Far more selections are provided than any one class will cover intensively in any year. It is expected that an adequate sampling be taken so that a variety of literary types is provided. In addition, material from outside the textbooks—short stories, magazine articles, excerpts from novels, etc., may be introduced into the literature program at the discretion of the teacher when such material is relevant to the current unit of study.

II. *Literary Forms and Versification*

Although Grade VII students should have an understanding of conventional forms of poetry such as narrative and lyric, emphasis on the details of such forms is to be avoided.

In the structure of poetry a sense of rhythm and the ability to identify the iambic pattern are considered to be sufficient. Only such figures of speech as the simile, the metaphor, and alliteration should be identified and understood by the Grade VII student.

The study of prose forms should be limited to the identification of folk tales, myths, legends, fables, and short stories without analysis of their characteristics.

The study of drama should approximate the suggestions in the Curriculum Guide.

III. *Leisure Reading*—See Curriculum Guide.

IV. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

V. *Memory Work*—See Curriculum Guide.

Recommended Texts

Safaris II—Chalmers & Coutts

Poems for Boys and Girls—Morgan and Routley

Plays as Experience—Zachar

or

Prose and Poetry Adventures—Chalmers & Coutts

(*Prose and Poetry Adventures* will be discontinued in 1970.)

Course Content**I. Required Coverage**

Far more material is provided than any one class will cover intensively in one year. It is expected that an adequate sampling be taken so that a variety of literary types is provided. In addition, a variety of material may be taken from outside the textbooks — magazines, books of short stories as listed in the Curriculum Guide, excerpts from novels, plays, etc. (Suggestion — a classroom set of Prose and Poetry Adventures may be kept so that these can be used to provide extra material.)

II. Literary Forms and Versification

In general, the study of literature in Grade VIII should approximate that suggested for Grade VII, but it is expected that a higher level of understanding and knowledge will be achieved.

In the study of the structure of poetry, for example, the teacher should plan to extend the student's knowledge of poetic forms and terms so that he will be assured of a wide experience with the types of material suggested for Junior High School. See the Curriculum Guide.

The study of drama should approximate the suggestions made in the Curriculum Guide.

III. Leisure Reading

The student should be encouraged to read a wide variety of material. See the Curriculum Guide.

IV. Creative Writing

Creative writing should be fostered in accordance with the interests and talents of the student. See the Curriculum Guide.

V. Memory Work—See the Curriculum Guide.

LITERATURE IX

Recommended Texts

Safaris III by Chalmers and Coutts

Poems for Boys and Girls III by Morgan and Routley

Plays as Experience by Zachar

or

Prose and Poetry for Enjoyment by Coutts and Chalmers

(*Prose and Poetry for Enjoyment* will be discontinued in 1971.)

Course Content

I. Required Coverage

Far more selections are provided than any one class will cover intensively in any year. It is expected that an adequate sampling be taken so that a variety of literary types is provided. In addition, material from outside the textbooks — short stories, magazine articles, excerpts from novels, etc., may be introduced into the literature program at the discretion of the teacher when such material is relevant to the current unit of study.

II. Literary Forms and Versification

By the end of Grade IX, a student should have a reasonable understanding of the following:

A. Poetry

1. Types
 - a. Narrative
 - i. ballad
 - ii. epic
 - b. Lyric
 - i. sonnet
 - ii. elegy
 - iii. ode
 - iv. haiku
 - v. limerick
2. Stanza Forms
 - a. Couplet
 - b. Quatrain
 - c. Sestet
 - d. Octave
3. Figures of Speech
 - a. Simile
 - b. Metaphor
 - c. Personification
 - d. Hyperbole

4. Versification

a. Meter

- i. Types of metrical feet
 - Iambic
 - Trochaic
- ii. Length of lines
 - Monometer
 - Dimeter
 - Trimeter
 - Tetrameter
 - Pentameter
 - Hexameter
 - Heptameter

b. Rhyme

- i. Internal, end
- ii. Masculine, feminine
- iii. Blank verse, free verse

5. Word and Sound Usage

B. Prose

1. Types

- a. Novel
- b. Short story
- c. Biography
- d. Essay
- e. Drama

The teacher is reminded that the treatment of literary forms and versification is *not* to be taught in isolation but in context during the general instruction of poetry. (See Curriculum Guide.)

III. *Leisure Reading*

Students should be encouraged to read widely from a variety of materials.

See Curriculum Guide.

IV. *Creative Writing*

Creative writing should be fostered in accordance with the interests and talents of the pupils.

V. *Memory Work*

See Curriculum Guide.

SOCIAL STUDIES

GRADE VII SOCIAL STUDIES

Consistent with the rationale for Social Studies (See Curriculum Guide) the objectives place high priority on the valuing process.

Objectives

Affective

Students should demonstrate that they are:

1. Aware of values, willing to take notice of values, and giving controlled or selected attention to values.
2. Responding to values with openness, willingness and satisfaction.
3. Accepting values, preferring values, and committing themselves to values.
4. Conceptualizing their own values and organizing a value system.
5. Becoming characterized by a value or value complex.¹

Cognitive

Students should be able to:

1. Recall and recognize data.
2. Comprehend pertinent data. (This skill includes the ability to translate, interpret and extrapolate from data.)
3. Analyze pertinent data in terms of internal and external criteria.
4. Synthesize pertinent data in order to create an original communication or propose a plan of action.
5. Apply pertinent data in the solving of social problems.²

Course Outline

Man, Culture, And Technology In Pre-Industrial Societies

A. Theme: What is Man?

Value Issues:

1. What is human about human beings?
2. Should each man strive to be a unique individual?
3. Should man strengthen his group identities?

B. Theme: What is Culture?

Value Issues:

1. How can cultures best solve their basic problems?
2. Why are cultures unique, yet similar?
3. To what extent should cultures incorporate change?

C. Theme: What is Technology?

Value Issues:

1. Is technological change good for mankind?
2. Should a culture do what is technically possible whether or not it is socially desirable?

¹David Krathwohl et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

²Benjamin Bloom et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956).

Suggested References

Core Materials

Baldwin, G. C. *Stone Age People Today*. Toronto: George MacLeod, 1964.

Burland, C. *Men Without Machines*. New York: Doubleday & Co.

Howell, C. F. *Early Man*. Morristown, N.J.: Silver Burdett Co., 1965.

Mead, Margaret. *People and Places*. Toronto: Bantam Books of Canada, 1959.

GRADE VIII SOCIAL STUDIES

Consistent with the rationale for Social Studies (See Curriculum Guide) the objectives place high priority on the valuing process.

Objectives

Affective

Students should demonstrate that they are:

1. Aware of values, willing to take notice of values, and giving controlled or selected attention to values.
2. Responding to values with openness, willingness and satisfaction.
3. Accepting values, preferring values, and committing themselves to values.
4. Conceptualizing their own values and organizing a value system.
5. Becoming characterized by a value or value complex.¹

Cognitive

Students should be able to:

1. Recall and recognize data.
2. Comprehend pertinent data. (This skill includes the ability to translate, interpret and extrapolate from data.)
3. Analyze pertinent data in terms of internal and external criteria.
4. Synthesize pertinent data in order to create an original communication or propose a plan of action.
5. Apply pertinent data in the solving of social problems.²

Course Outline

Man, Technology, And Culture In Afro-Asian Societies

A. Theme: Afro-Asian Man

Value Issue: Should individual worth be maximized in an Afro-Asian society?

B. Theme: Afro-Asian Technology

Value Issue: Should Afro-Asian societies change the methods by which resources are utilized?

C. Theme: Afro-Asian Culture

Value Issue: Should social and cultural change in an Afro-Asian society be viewed as necessary and desirable?

D. Theme: Afro-Asian Society and International Relations

Value Issue: Should an Afro-Asian society pursue a policy of non-alignment?

¹David Krathwohl et al., *Taxonomy of Educational Objectives: Affective Domain* (New York: David McKay Co., Inc., 1964).

²Benjamin Bloom et al., *Taxonomy of Educational Objectives: Cognitive Domain* (New York: David McKay Co., Inc., 1956).

Suggested References

Core Materials

Gross and Michaelis. *Asian Studies Inquiry Program Series*. Don Mills: J. M. Dent & Sons, 1969.
Fifteen books in the series.

Clark, L. E. *Through African Eyes: Cultures in Change Series*. Don Mills: Burns & MacEachern, 1969.
Six books in the series.

SOCIAL STUDIES IX

Recommended References:

I *CANADA IN THE WESTERN WORLD*, McDougall and Finn

II *WORLD GEOGRAPHY*, Bradley

Course Content

Note: It is expected that appropriate attention will be given in Grade IX Social Studies to current events. This should include not only events pertinent to the topic being studied, but also to events of provincial, national and world importance. The activities of the United Nations and a study of the United Nations and its related agencies should be included in Grade IX current events.

Approximately 15% of the time should be devoted to current events.

I THE WAYS IN WHICH ENVIRONMENT AFFECTS LIVING

A. *A Survey of Factors Influencing Settlement in Various Parts of the World*
I - 5-18; II - 1-18

1. Language
2. Religion
3. Government
4. Transportation
5. Communication
6. Opportunities for trade
7. Type of climate
8. Surface and climate
9. Standard of living

B. *General Geography: Its Application to the Americas*
I - 21-55; II - 32-210

1. Factors influencing climate:
 - a. Latitude
 - b. Winds
 - c. Altitude
 - d. Nearness to large bodies of water
 - e. Ocean currents
2. Surface features and natural regions of the Americas
 - a. Tundra regions
 - b. North forest regions
 - c. Mediterranean - type climates
 - d. Desert lands
 - e. Dry grasslands
 - f. Humid continental lands
 - g. Humid sub-tropical lands
 - h. Savannas
 - i. Tropical jungles
 - j. Mountain regions
 - k. Hill regions
 - l. Plateau regions
 - m. Plains

C. *The Use of Natural and Human Resources Determines Standard of Living*
I - 391-431; II - 248-292

1. Factors influencing standard of living
 - a. Density of population
 - b. Natural resources
 - c. Extent of trade
 - d. Interchange of ideas
2. Standard of living in Latin America as influenced by:
 - a. Development of mineral resources
 - b. Development of agricultural resources
 - c. Development of human resources
 - d. Development of electric power
 - e. Development of transportation and communication
 - f. Development of manufacturing and trade
 - g. Development of social legislation

II INDUSTRIAL EXPANSION HAS LED TO LABOR AND BUSINESS ORGANIZATION

A. *Types of Businesses Evident in Community*

Ways in which labor is regulated in local industries
(Hours of work, unemployment insurance, school leaving age, etc.)

B. *Historical Background of Regulation of Working Conditions*
I - 329-339

1. Effect on workers of Industrial Revolution and breakdown of guilds
2. The reformers
 - a. Owen
 - b. Shaftesbury
 - c. Cobbett
 - d. Peel
3. The reforms
 - a. Factory and Mines Act
 - b. Abolition of Combination Acts
 - c. Corn Laws
 - d. Poor Law
 - e. Ten Hour Act
 - f. Housing Act
 - g. National Health Act
 - h. Workmen's Compensation Acts
 - i. Unemployment Insurance Acts
 - j. Old Age Pensions
4. The Labor Movement
 - a. Repeal of Combination Acts
 - b. Introduction of collective action
 - c. Foundation of Labour Party

C. *Organization and Regulation of Labor*
I - 339-349

1. In Canada and U.S.A.
2. In Alberta (Alberta Labour Act)
 - a. Minimum wages
 - b. Hours of work
 - c. Union membership
 - d. Safety and Welfare regulations
 - e. Compulsory education
 - f. Workmen's compensation

D. *Social Legislation Affecting Canadian Workers*

1. Unemployment Insurance
2. Housing Acts
3. Family Allowances
4. Old Age Pensions
5. Hospital and Medical Schemes (municipal and provincial governments)

E. *History of Organization of Business*
I - 317-328

1. Early trading companies

2. New needs for business organizations arising out of Industrial Revolution
3. New types of business organization
 - a. Partnerships
 - b. Corporations
 - c. Cooperatives
 - d. Government enterprises
 - e. Cartels
 - f. Trusts
4. Cooperative Enterprises in Alberta
 - a. U.F.A.
 - b. U.G.G.
 - c. Wheat Pool

III AMERICAN CULTURE WAS DEVELOPED THROUGH EUROPEAN SETTLEMENT

Introduction

1. Definition and use of terms "Latin America"
2. Countries, capitals, and climatic regions of Latin America
3. Exploration and settlement
4. Natives
5. Present political status of Latin countries

A. Movement of peoples to and within the Americas

1. The Caribbean Region (Spanish Conquistadors)
I - 79-104
2. South America
I - 107-112, 116-123.
 - a. Spanish Penetration
 - i Peru—Pizzarro
 - ii Chile—Valdivia
 - iii Columbia—Quesada
 - iv Argentina—Mendoza
 - b. Portugese Penetration and Settlement
 - i Brazil—Cabral, Sousa
3. United States (Colonial Period)
I - 173-191
 - a. English Settlements in Virginia, Maryland, New England, Carolina, Georgia
 - b. Dutch Settlements
 - c. Swedes and Finns
 - d. Spanish in Florida and Louisiana

4. United States Internal Movements
I - 259-276
 - a. Before 1800
 - i Long Hunters—Boone, Herrod
 - ii Settlement of North-West Territory
 - b. After 1800
 - i Settlement of Florida, Texas, Oregon, California
 - ii Settlement of the Western Prairies — Homestead Act, Railway Building
5. The United States, Immigration 1820 to 1920
I - 291-301

B. *The Development of Distinctive Cultures by Settlers of the Americas*

1. Economic Life and Customs affected by culture of homeland, culture of natives, natural resources, geography and occupations
I - 96-101, 132-135, 272-280
2. Struggle for Independence
I - 197-206, 207-219, 221-228, 131-140

C. *Modern Conditions and Problems*

1. Unstable government
I - 134-138, 215-218
2. Arising from Industrialization
3. Arising out of Relations within the Western Hemisphere
 - a. Trade
 - b. Pan American Union
 - c. American-Canadian Joint Defence Plans
4. Relations with the world beyond the Western Hemisphere
 - a. British Commonwealth
 - b. United Nations
 - c. N.A.T.O.
 - d. Geneva Conventions

IV THE EFFECT OF INDUSTRY ON HOME AND COMMUNITY LIVING

A. *The Family*
I - 351-352

1. Function in present day as compared with pioneer times
2. Roles and responsibilities of family members
3. Health, education and recreation of family members

B. *The Home*
I - 352-355

1. Physical aspects of present and pioneer homes
2. Effect of labor-saving devices on home life
3. Housing problems in urban and rural areas
 - a. Slum clearance
 - b. Low rental housing projects
 - c. Social legislation

C. *The Community*
I - 355-359

1. Definition
2. Present day and pioneer communities
3. Interdependence of people within a community
 - a. Professional services
 - b. Recreational services
 - c. Protective services
4. Effects of industrialism on community living
 - a. Growth and shift of population
 - b. Need for community planning
 - c. Welfare and service clubs
5. Present day social and special services
 - a. Sanitation
 - b. Hospitals and sanitoriums
 - c. Welfare and service clubs

V DEMOCRATIC GOVERNMENT IN CANADA

A. *Machinery of Government*
I - 231-232

1. British government
Queen, prime minister, cabinet, house of parliament
2. Canadian government
Modelled on British
3. Provincial governments in Canada

B. *Division of Powers by B.N.A. Act*
I - 239-243

1. Federal
2. Provincial
3. Revisions of B.N.A. Act

C. *Passage of a Bill Through Parliament*
I - 248-250

1. Federal
Work of the Legislature, Committees, Royal Commissions
2. Provincial

D. *Local Representation in Federal and Provincial Governments*
I - 250-251

1. Representation by population (geographic)
2. Electoral districts
3. Redistribution of seats

E. *Revenue*
I - 243-247

1. Federal (direct or indirect taxes, tax-rental agreements)
 - a. Personal income tax
 - b. Corporation income tax
 - c. Inheritance tax
 - d. Customs and excise tax
2. Provincial revenue
 - a. Federal grants
 - b. Revenue from public lands
 - c. Direct taxes of gasoline, amusement, licenses

F. *The Work of the Executive*
I - 252-254

1. Prime Minister and Cabinet
2. Departments
3. Branches
4. Commissions

G. *The Judiciary*

H. *Canada Becomes a Nation*
I - 232-239, 247-248, 252

1. Military Government
2. Crown Colony
3. Quebec Act
4. Constitutional Act

5. Durham Report	1839
6. Act of Union	1840-41
7. Responsible Government	1849
8. Confederation	1867
9. Statutes of Westminster	1931
10. Citizenship Act	1947
11. Abolition of Appeals to Privy Council	1949
12. Canada Amends Her Own Constitution	1952

VI OUR HOMES AND COMMUNITIES PROVIDE FOR MAN'S CULTURAL NEEDS

1. Appreciation for the beautiful and good
2. Need for self-expression

A. *The Home Provides Opportunities for and Direction to Cultural Appreciation and Expression*
I - 359-360

1. Home environment and parental influence
2. Cultural media in the home — radio, musical instruments, books, magazines, handicraft hobbies
3. Parents provide money for lessons outside the home
4. Encouragement in the home to take part in community cultural activities

B. *The Community Expands the Opportunities for Cultural Development*
I - 350-366

1. The school, through direct study and extracurricular activities
2. Other community agencies—church choir, Boy Scouts, Young People's, Girl Guides, music and drama festivals, museums and art galleries

C. *Pleasure and Happiness Are Expressed Through Things Beautiful*

1. Art
2. Music
3. Drama
4. Literature

D. *Faith and Purpose Are Expressed Through Religious Practices*
I - 366

SCIENCE

Note: This is an alternate program in Science for 1969-70.

General Objectives

The junior high school science program has four fundamental but inseparable objectives. A major objective is to develop student awareness of the humanistic and social implications of science. By emphasizing the development and use of inquiry-process skills as tools of investigation, the program is designed to enable the student to better understand and appreciate the true nature of science and to develop as an investigator and self-learner. To develop student attitudes that are in harmony with the spirit of scientific investigations is the third objective. The fourth objective is to have the student develop basic science concepts. A number of concepts, that is, abstract ideas generalized from particular experiences, are to be developed under each of the major concepts which provide a structure and framework for the program of studies for each of the grades. These major concepts are related to the following six conceptual schemes outlined for Elementary School Science:

- A. When energy changes from one form to another, the total amount of energy remains unchanged.
- B. When matter changes from one form to another, the total amount of matter remains unchanged.
- C. Living things are interdependent with one another and with their environment.
- D. A living thing is the product of its heredity and environment.
- E. Living things are in constant change.
- F. The universe, and its component bodies, is constantly changing.

Expanded Statement of Objectives

A. *Development of Humanistic and Social Implications of Science*

Students should appreciate the increasingly important role science is playing in the development of our society. With each new discovery, the need for understanding the effects of science on our lives becomes greater.

Students should be given opportunities to recognize, understand, and evaluate the social and environmental consequences of science and technology in terms of present and future conditions. They should be made aware of the valuable contributions of science to improve man's well-being as well as the dangers that may result from the misuse of scientific knowledge.

The rapid depletion of natural resources in our environment, water and air pollution, overpopulation and improper use of chemicals are only a few of the many problems that involve moral as well as scientific considerations.

B. Skills to be Developed in Science

1. Process Skills

A key objective of the junior high school science program is to make the student an increasingly active and dynamic investigator of science — using the processes of the scientist. Through conscious, systematic development of these processes, the student becomes increasingly better equipped for more complex learning in the fields of science as well as in other areas of investigation.

The following processes are considered to be an essential part of the student's learning:

- a) Observing—using all the senses
- b) Classifying—grouping related objects or ideas
- c) Quantifying—using numbers and measurements
- d) Communicating—using such means as discussion, tabulation, graphing . . .
- e) Inferring
- f) Predicting
- g) Formulating hypotheses
- h) Defining terms
- i) Controlling variables
- j) Interpreting data and results
- k) Formulating models—verbal, pictorial, and concrete
- l) Experimenting—planning and designing an investigation
- m) Processing of data—organizing, representing graphically, treating mathematically
- n) Identifying problems
- o) Seeking further evidence
- p) Applying discovered knowledge.

2. Motor Skills

In order to develop manipulative skills, students in the junior high school science must have frequent opportunities for firsthand investigative experiences that involve the handling of materials and equipment.

C. Attitudes to be Developed

Much of the spirit and meaning of science is transmitted to students from the teacher. Some of the attitudes the teacher should endeavor to develop in students are:

1. Curiosity and interest
2. Intellectual honesty
3. Open-mindedness
4. Belief in cause-effect relationships
5. Suspended judgment when data is inadequate
6. A respect for accuracy and precision
7. Skepticism of statements which may be biased or based on inadequate information.

D. Concepts to be Developed

GRADE VII SCIENCE

Recommended Texts

Nuffield Foundation Text 1—*Introducing Living Things*, Text 2—*Life and Living Processes*, Longmans Canada Ltd.

Thurber and Kilburn, *Exploring Life Science*, Allyn & Bacon (Macmillan Canada Ltd.)

Concepts

1. Many living organisms are distributed and occupy many environments. Plants and animals are adapted and distributed in relation to geographic and environmental factors.
2. Diverse plants and animals may be classified into groups which have definite characteristics.
3. All living things interact with and are interdependent with each other and their environment.
4. Cells are the unit of structure and function of most living things.
5. Living organisms carry on fundamental processes to sustain life.
6. The fundamental theories of heredity and evolution explain the continuity of life and the wide variations in organisms.
7. Man has changed and continues to change the environment and the distribution of organisms.

GRADE VIII SCIENCE

Recommended Texts

Secondary School Science Project: *Time, Space and Matter* (Princeton Project), McGraw-Hill.

Thurber and Kilburn, *Exploring Earth Science*, Allyn and Bacon.

Concepts

1. Water is the prime agent in various earth processes.
2. The motions of the earth's waters and its changes in physical state are in direct response to the changes in its energy content.
3. Convection currents are the result of the unequal distribution of solar energy.
4. The earth, like all other celestial objects, is in motion.
5. The earth's crust, and its component rocks and minerals, is continually changing in response to various internal and external physical forces and chemical actions.
6. Living organisms have contributed to the formation of the various components of the earth's crust.
7. Knowledge of the earth's motions, crust, and interior can be used as a model for comparison in studying the moon and other celestial bodies.
8. The Milky Way Galaxy, of which our solar system is a part, is one of a countless number of apparently similar galaxies composing the universe.
9. Various theories attempt to explain the origin of the solar system and the universe.

GRADE IX SCIENCE

Recommended Texts

Marean and Leadbetter, *Physical Science: A Laboratory Approach*, Addison-Wesley.

Thurber and Kilburn, *Exploring Physical Science*, Allyn and Bacon (Macmillan Canada Ltd.).

Concepts

1. Matter occupies space and has mass.
2. The forms and behavior of matter can be explained by the Kinetic Molecular Theory of Matter.
3. The many forms of energy can be transferred or converted from one form to another, but the total amount of energy remains constant.
4. Matter and energy are related and interchangeable.
5. Energy is responsible for bringing about physical and/or chemical changes in the forms and behavior of matter.

SCIENCE**Objectives**

The objective of science teaching is the development of:

1. A scientific attitude
2. The skill to solve problems scientifically
3. An appreciation of the contribution of scientists

SCIENCE VII**Course Content****Recommended Text**

- I. *SCIENCE ACTIVITIES*, Book 1—Hunt et al.

INTRODUCTION**I PLANTS, FALL ACTIVITIES****A. *The Importance of Plants***

1. Food
2. Shelter
3. Clothing

B. *The Parts of a Plant*

1. The root
 - a. Types of roots
 - b. Parts of a root
 - c. The work of roots
2. The stem
3. The leaves
 - a. Classes of leaves
 - i net-veined
 - ii parallel-veined
 - b. How leaves manufacture food
 - c. Storage of food
 - i annual
 - ii winter annual
 - iii biennial
 - iv perennial
4. The flower
 - a. Parts of a flower
 - b. Pollination
 - i cross
 - ii self

C. *New Varieties of Plants*

1. Selkirk wheat
2. Improved and new varieties of potatoes, tomatoes, and corn
3. Work of Dr. Goulden and Luther Burbank

- L. *Forms of Matter*
- M. *Machines Using Certain Liquids and Gas Properties*
 - 1. Lift pumps
 - 2. Force pumps
- N. *Buoyancy*

VI ENERGY AND TRANSPORTATION

- A. *Steam Engines*
 - 1. Reciprocating engines
 - a. The cylinder
 - b. Efficiency
 - 2. Steam turbines
 - a. Working principles
 - 3. Transmission of power
 - a. Belts and gears
- B. *Internal Combustion Engines*
 - 1. Vaporization of fuel
 - a. Bernoulli effect
 - 2. Gasoline engines
 - a. Four-stroke (cycle) engines
 - 3. Diesel engines
 - a. High compression engines
 - b. Four-stroke (cycle) diesels
 - c. Two-stroke (cycle) diesels
- C. *Aircraft*
 - 1. Bernoulli's Principle
 - 2. Components of a force
 - a. Horizontal component
 - b. Vertical component
 - 3. Lift and drag forces in flight
 - 4. Newton's Third Law
 - 5. Jet propulsion
 - a. Simple jet engines
- D. *Jets, Rockets and Missiles*
 - 1. Gas turbines
 - a. Turboprop and turbojet
 - b. Contrast with reciprocating engines
 - 2. Ram jet
 - 3. Rockets
 - a. Basic principles
 - b. Rocket motors
 - 4. Missiles
 - a. Powering
 - b. Fuels
 - c. Controls
 - i guided missiles
 - ii ballistic missiles
 - 5. Artificial satellites

MATHEMATICS

Objectives

The objectives for junior high school mathematics courses are:

1. To develop an understanding of mathematical concepts and an appreciation of mathematical structure.
2. To develop skill in the use of the fundamental processes.
3. To develop systematic methods of analyzing problems and of presenting their solutions.
4. To develop habits of precise thought and expression.
5. To develop an understanding of the significance and application of mathematics in the modern world.

Junior High School Mathematics Course Outlines

The list of topics indicates the program of studies in junior high school mathematics. While the list has been distributed through three years of study, it is not necessary to follow the yearly sequence of topics indicated. If departures from the sequence are made, coordination in the school should ensure that the complete program has been offered by the end of the junior high school period.

GRADE VII MATHEMATICS

Recommended Texts

1. Hanwell et al. *Contemporary Mathematics 1*
Keedy et al. *Exploring Modern Mathematics*, Book I
Van Engen et al. *Seeing Through Mathematics*, Book I, Special Edition

A. Sets

1. An understanding of the concepts of set and subset
2. The ability to make appropriate use of set notation
3. Knowledge of and ability to perform the operations of union and intersection.

B. The Whole Number System

1. The position of whole numbers on the number line
2. Ability to perform operations on the whole numbers
3. Recognition and identification of the following number system properties of operations on the whole number system:
 - a) closure
 - b) commutative
 - c) associative
 - d) distributive
4. The properties of the identity elements
5. Conventions for the order of operations in simplification of expressions
6. Operations with number sentences containing variables—equalities and inequalities
7. Use of number sentences to solve problems.

C. Factors and Multiples

1. Understanding and application of the terms "factor" and "multiple"
2. Identification of prime and composite numbers, and use of these characteristics
3. Prime factorization of composite numbers
4. Identification of common factors and common multiples of composite numbers
5. Calculation of GCF and LCM of numbers.

D. Fractional Numbers

1. Understanding fractional or rational numbers of arithmetic
2. The position and order of fractional numbers on the number line
3. The ability to perform operations accurately on fractional numbers
4. Recognition and identification of number system properties of operations on the fractional number system
5. Decimal numeral representation of fractional numbers, and the expansion of the decimal numeration system
6. Computations using decimal numerals
7. Transformation of fractional numbers into decimal numeral form; repeating and terminating decimals
8. Simplification of expressions and the solution of problems involving fractions.

E. Rates, Ratio and Percent

1. Development of the concepts, common and unique properties of ratio and rate
2. The meaning of percent
3. Transformation of percent into decimal and fractional equivalents
4. Solution of problems using and involving rates, ratio and percent.

F. Geometry

1. Development of the ability to recognize and identify the following elements of plane geometry, and extending knowledge of the interrelationships of these elements: point, line, plane, segment, ray, curve, closed curve, angle, triangle, other simple polygons, circle, interior and exterior regions.

GRADE VIII MATHEMATICS

Recommended Texts

Hanwell et al. *Contemporary Mathematics 2*

Keedy et al. *Exploring Modern Mathematics*, Book II

Van Engen et al. *Seeing Through Mathematics*, Book II, Special Edition

A. *Rational Numbers*

1. An examination of integers as a subset of the rational numbers
2. The position and order of integers on the number line
3. Extending computational facility and understanding of the operations on integers
4. Extending knowledge of closure, associative, commutative, distributive, and identity properties of operations on integers
5. Extending the number system to positive and negative rational numbers
6. The position and order of the extended system on the number line
7. Operations $+$ $-$ \times \div in the rational number system
8. Number system properties in the rational number system
9. Investigation and understanding of the properties of zero
10. Reinforcement of computational skills with fractional numbers including decimal numerals
11. Development of the concept, notation and computational skills of exponents and related properties:
 - a) positive, negative, and zero integral powers
 - b) use of exponential notation in multiplication and division.

B. *Conditions or Equations*

1. Use of conditions or equations in the solution of problems involving equalities and inequalities
2. Use of graphs to determine the solutions to conditions or equations
3. The solution of problems involving conditions or equations

C. *Geometry*

1. The measure and comparison of segments using British and metric units
2. Measurement of angles
3. Categorization of the types of angles formed by the intersection of coplanar lines
4. The triangle, including classifications, similarity, perimeters, areas, and the unique property of the sum of the interior angles
5. The quadrilaterals, including classifications, perimeters and areas
6. Classification of polygons
7. Simple geometric constructions: bisectors of angles and segments, construction of parallels and perpendiculars, and construction of simple polygons
8. The circumference and area of circles
9. Applications of geometry to the solution of problems.

D. One of the following three topics:*Introduction to Real Numbers*

1. Extension of the number system to include irrational numbers
2. Properties of the operations on the real numbers: closure, commutative, etc.
3. Additional properties of the number system: order, completeness, density
4. An introduction to graphing on the real plane
5. Solution of problems involving conditions or equations with real numbers

OR *Introduction to Polynomials in One Variable*

1. Introduction to polynomials
2. Addition, subtraction and multiplication of polynomials.

OR *Extension of Geometry*

1. The characteristics of congruent and similar triangles
2. The Pythagorean Theorem and its applications
3. Categorization, surface areas and volumes of prisms, cylinders, cones, pyramids and spheres
4. Solution of practical problems in geometry.

Recommended Texts

Hanwell et al. *Contemporary Mathematics 3*

Keedy et al. *Exploring Modern Mathematics*, Book III

Van Engen et al. *Seeing Through Mathematics*, Book III, Special Edition

Note: The specific topics remaining for presentation in the third year of junior high school will depend upon the option elected for Unit D in the Grade VIII year. Those options not taught in Grade VIII should be included in the Grade IX program.

A. *Extension of Real Numbers*

1. Introduction to real numbers (see Grade VIII program, Section D-1)
2. Calculating and graphing solutions to problems involving conditions or equations
3. Solution of problems involving real numbers.

B. *Extensions of Polynomials*

1. Introduction to polynomials (see Grade VIII program, Section D-2)
2. Factoring of polynomials:
 - a) common factor
 - b) difference of squares
 - c) trinomials that are perfect squares
 - d) trinomials that are the products of binomials
3. Division of polynomials, extension of rational expressions
4. Addition, subtraction, multiplication and division of rational expressions
5. An awareness of absolute value of an expression
6. Solution of problems involving linear conditions.

C. *Extension of Geometry*

1. (See Grade VIII program, Section D-3.)

D. *Variation*

1. A study of direct and inverse variation
2. The expression of linear and parabolic expressions in graphic form
3. Common formulae in applied business and science
4. The solution of problems involving applications of variation and formulae.

HEALTH

INTRODUCTION

Purpose

The school health program has evolved because of the concern that a community has for the health of its children. The purpose of the program is many sided. It includes the total activity which is planned, organized and developed to prepare boys and girls for healthful living. A sound health program consists of instructions, counselling and guidance which through a variety of activities seeks to protect and improve the children's health.

The subject matter of health is important but not in the sense of memorizing the types of muscles in the body, the various kinds of communicable diseases and the values of cleanliness. These facts assume importance only as children incorporate them to their habits and attitudes while adjusting to their environment. The study of health should help boys and girls come to know health principles which they can apply in daily living. There are many skills involved in this approach to the study of health; reading for information, writing to make records, identifying problems, planning together, and evaluation. It implies that teachers should do less telling and more guiding in developing the desirable habits and attitudes in pupils relative to personal, community and national health.

Objectives

Schools seek to provide an educational environment in which the pupil may attain complete development as an individual. The health program contributes toward achieving all of the objectives of education. However, this program makes its greatest contribution to the achievement of physical and mental fitness. Every pupil, to the limit of his nature, needs and capacity, should have the opportunity to develop and maintain good physical and mental health.

Basic Understandings:

An understanding of the nature of the human being—physical, mental, emotional, and social—is basic to successful application of the principles of healthful living.

Good health is a state of complete mental, physical, social and spiritual well-being as well as the absence of disease and infirmity.

Physical and mental health are closely related.

The state of an individual's health, physical and emotional, should be considered in the choice of a vocation for it is a factor in success.

Keeping oneself in good physical and mental health helps one meet more successfully the problems encountered in everyday living.

The principles of good mental hygiene act as guides to the development of desirable personality traits.

Growth and development—physical, mental, emotional, spiritual and social—are continuing processes throughout the life of the individual.

Both are influenced by diet, exercise, rest, relaxation, recreation, and freedom from sickness and accident.

Practices of wholesome and unwholesome living have certain physical and psychological effects upon the human being.

Evaluation in Health Education

The following are some of the purposes which may be served by planning for continuous evaluation of your success in achieving the objectives of the health education program:

1. To develop the pupil's ability to evaluate his achievement in terms of growth, skills, social relationships and to learn about abilities in order that he may become increasingly self-directive and self-confident.
2. To ascertain and appraise pupil health status, interests, needs, attitudes, opinions and practices.
3. To appraise individual pupil and group achievement and understanding in the classroom.
4. To stimulate pupil interest and motivate learning.
5. To help each student to understand his strength and weaknesses.
6. To appraise and judge what has been accomplished on the basis of proposed objectives and outcomes.
7. To locate areas of individual pupil and group instructional needs, e.g., physiology, personal hygiene, community health and nutrition.

Numerous devices are available to accomplish the above purposes. They include teacher-prepared tests and examinations, standardized tests, observations of the pupil in practical situations in and around the school, hypothetical practical situations for testing understandings of health and the ability to apply it wisely. Group discussions are sometimes an effective technique in evaluating group progress.

It is important that health knowledge must be provided in desirable quantity and quality and that the facts and understandings be evaluated. Without this, desirable health behavior is not to be expected.

Recommended Texts

Grade VII —*HEALTH FOR YOUNG CANADIANS*—Hastie, Simonson, Doherty

Grade VIII —*HEALTH AND FITNESS FOR CANADIAN YOUTH*—Hastie, Simonson, Doherty

Grade IX —*FITNESS FOR LIVING*—Frache (Macmillan Co.)

SCOPE AND SEQUENCE

CONTENT

GRADE VII

Unit I Looking Ahead:

- A. Growth
- B. Variations in Growth and Development
- C. Fitness
- D. To Smoke or Not to Smoke

Unit II Safety at Home:

- A. Cause of Accidents
- B. Safety to and from School

Unit III You from the Outside:

- A. Posture—A Telling Sign
- B. Skin and Complexion
- C. Teeth
- D. Grooming

Unit IV Looking Outside—The Eyes and the Ears:

- A. The Organ of Sight
- B. The Organ of Hearing

Unit V Your Framework and Power Plant:

- A. Your Body's Framework
- B. An Efficient Power Plant

GRADE VIII

Unit I Understanding Growth:

- A. How Your Body Grows
- B. Variations in Growth
- C. Factors Affecting Growth
- D. Acceptance of Growth and Its Related Problems

Unit II Safety at Work and Play:

- A. Safety at School
- B. You Play Safely
- C. Safety in Sports

Unit III Nourishing Your Growing Body:

- A. Maintaining Body Needs
- B. Measurement of Food

- C. Food Substances
- D. Food Preparation and Preservations
- E. Deficiency Diseases
- F. The Current Nutritional Picture

Unit IV Body Machines for Utilizing Foods:

- A. The Food Refinery
- B. Digestive Disorders
- C. Excretion
- D. Detecting Disorders

Unit V Progress Against Diseases:

- A. Development of Health Knowledge
- B. Diseases of the Past
- C. Diseases of the Present and Future
- D. A Challenge for You (New Drugs)

GRADE IX

Unit I Respiratory System:

- A. Man's Air Conditioner
- B. Mechanics of Breathing
- C. Diseases and Disorders

Unit II The Circulatory System:

- A. History
- B. Structure
- C. Function
- D. Some Factors Affecting the Circulatory Systems
- E. Diseases and Disorders
- F. First Aid
- G. Medical Advances

Unit III The Nervous System:

- A. Man's Marvellous Control System
- B. Diseases and Disorders

Unit IV The Endocrine System—A Regulator:

- A. Structure and Location
- B. Functions of the Glands
- C. Diseases and Disorders

Unit V Safety on Wheels:

- A. Safety on the Highway
- B. Safety in Swimming

Unit VI Group Action for Health:

- A. The Role of the Community
- B. Health Services in Your Community
- C. Other Health Services
- D. The Role of the Individual in Community Health

PHYSICAL EDUCATION

Physical education is concerned with the development of the whole individual. As well as contributing to the mental, social and emotional well-being of youth, a claim all subjects make, physical education has its unique contribution in developing physical fitness and motor skills in recreational activities which can carry over into adult life.

Every physical education program must motivate the student to engage in activities which develop physical fitness as well as those that are recreational in nature. The program must be challenging and also allow for personal achievement at the various levels of participation. Individual differences, needs and desires must be taken into account in order to provide enjoyment and self-satisfaction.

Objectives of Physical Education

1. The development of a strong body and soundly functioning body systems.
2. The development of recreational and utilitarian skills.
3. The development of a wholesome interest in physical activities for wise and constructive use of leisure time.
4. The development of desirable standards of behavior and the ability to get along well with other people.

PROGRAM ORGANIZATION

There are many activities from which a physical education program may be chosen. In order to insure that a well-balanced program is carried out, however, three principles have been established.

First, the program from Grade VII through Grade X is sequential and there should be a continuous progression in skills from basic to complex. The student should also experience a variety of activities. Therefore the program should be carefully planned with this end in view. It is particularly important that the program in Senior High School be planned with a knowledge of what the student's program has been in the Junior High School.

Second, six kinds of activities are considered to be of major importance in the physical education program. These are designated as core activities. Each of the six categories of activity either is in itself a core activity or includes core activities. The core activities are:

1. Outdoor—Flag Football, Ice Hockey, Softball, Soccer, Field Hockey
2. Indoor—Basketball, Volleyball
3. Dual and Individual—Badminton, Cross-Country Running, Handball, Skating, Track and Field, Wrestling (boys)
4. Rhythemics and Dance
5. Tumbling and Gymnastics
6. Aquatics

Applying the principles stated above, therefore, a sound physical education program for any one year will be organized as follows:

1. Two or more outdoor team games at least one of which must be a core activity
2. Two or more indoor team games at least one of which must be a core activity

3. Two or more individual or dual sports one of which must be a core activity
4. Tumbling and Gymnastics
5. Rhythmic and Dance
6. Aquatics

COURSE CONTENT

Note: In teaching the activities listed below the following areas will be covered: (1) History, (2) Terminology, (3) Rules and Officiating, (4) Selection and Care of Equipment, (5) Skills and Techniques, (6) Team play or games strategy (where applicable), (7) Lead Up Games and Game Variations, (8) Conditioning. Some of these areas will be incidentally taught while others will be taught directly.

Activities not included in the list may be taught with the approval of the superintendent of schools.

I. OUTDOOR TEAM GAMES

A. *Flag Football* (Core)

1. Skills and Techniques
 - a. Stance of linemen and backfield
 - b. Pulling of linemen
 - c. Blocking:—shoulder, brush, kickoff protection, pass protection
 - d. Passing and receiving:—throwing, catching, cutting, pass patterns, pass defence
 - e. Central exchanges:—the “T”, single wing, punting, field goals, leading
 - f. Kicking and receiving:—punting, field goals, receiving a punt or a kickoff.
2. Team Play
 - a. Offensive plays:—quick opening, off tackle, end run, reverse and double reverse, counter, pass plays
 - b. Defensive plays:—individual responsibilities, sideline defence, rushing, rotating, stunting, looping, floating.

B. *Ice Hockey* (Core)

1. Skills and Techniques
 - a. Skating:—starts, stops, backwards, forwards, turns, reverses
 - b. Shooting:—forehand, backhand, slap
 - c. Passing
 - d. Checking:—poke, shoulder, hip, fore, back, blocking shots
 - e. Goal tending.
2. Team Play

Power play, penalty killing, offensive and defensive positional play, plays initiated inside the blue line.

C. *Softball* (Core)

1. Skills and Techniques

- a. Throwing:—underhand, overhand, sidearm
- b. Fielding:—ground balls, fly balls
- c. Batting:—stance, saving, punting
- d. Base running
- e. Positional play:—catcher, pitcher, basemen, shortstop, outfielders.

2. Team Play

- a. At bat
- b. In the field

D. *Soccer* (Core)

Skills and Techniques

- a. Passing, receiving, dribbling, heading
- b. Trapping:—foot, shin, body
- c. Kicking (stationary and moving)—volleying, charging, tackling, throwing, goalkeeping.

E. *Bordenball*

Skills and Techniques:—passing, shooting.

F. *Broomball*

Skills and Techniques:—basic skating skills, goal tending, use of broom.

G. *Curling*

Skills and Techniques

Delivery (in-turn, out-turn, weight), sweeping, skipping.

H. *English Rugby*

Skills and Techniques

- a. Running:—swerve, sidestep, change of pace, hand-off, selling
- b. Ball skills:—passing, punting, catching, drop kicking, place kicking, dribbling, falling the ball
- c. Fielding and tackling
- d. Scrum play:—set scrum, loose scrum, line out, wheeling, positional play
- e. Back play:—alignment, scrum half, break through, offensive kicking, (short kick, grubber kick, cross kick) reverse play, scissors pass, blind side pass.

I. *Field Ball*

Passing, Shooting

J. *Field Hockey* (Core)

Skills and Techniques

- a. Passing, receiving, dribbling, fielding, tackling
- b. Individual defence, bully, corner, roll-in
- c. Goal tending.

K. *Speedball*

Skills and Techniques:—dribbling, passing, place and drop kicking, punting, pickups.

II. INDOOR TEAM GAMES

- A. *Basketball* (Core)
 - 1. Skills and Techniques
 - a. Basic stance:—offence and defence
 - b. Footwork:—running forward and backward, pivoting, one-two count
 - c. Passing, pass-receiving:—two-hand chest, one-hand push, bounce, overhead, hook, baseball, underhand
 - d. Shooting:—two-hand set, layup, hook, jump, running one hand, foul shooting
 - e. Dribbling:—high, low.
 - 2. Team Play
 - a. Man to man and zone defences
 - b. Screening, overloading, fast break.
- B. *Volleyball* (Core)
 - 1. Skills and Techniques
 - a. Volleying:—position, back court volleying, setting, below the chest
 - b. Serving:—underhand, overhand, assisted, arm and hand action
 - c. Spiking:—approach, placing, back court spiking, arm and hand action
 - d. Blocking:—the jump, recovering the ball off the net.
 - 2. Team Play
 - a. Offence:—1, 2, 3 (volley, set, spike), rotation of the setter, the fake spike
 - b. Defence:—double team blocking, team movement for spikes and tips, team movement when there is no spike.
- C. *Floor Hockey*
With the exception of skating, same skills as ice hockey.
- D. *European Handball*
Skills and Techniques:—dribbling, shooting, passing, defensive fundamentals.

III. DUAL AND INDIVIDUAL SPORTS

- A. *Badminton* (Core)
Skills and Techniques
 - a. Serves
 - b. Forehand and backhand
 - c. Clear, drive, drop, smash, net, round the head
 - c. Clear, drive, drop, smash, net, round the head
 - d. Doubles systems of play.
- B. *Cross Country Running* (Core)
Running style, conditioning, pacing, strategy.
- C. *Handball* (Core)
Skills and Techniques:—serve, volley, half-volley, lob, killshots, back-wall and ceiling shots, doubles systems of play.

D. Skating (Core)

Skills and Techniques:—skating forward, backward; stops, turns, starts; figure 3, figure 8, spiral; elementary individual and pair routines.

E. Track and Field (Core)

Skills and Techniques

- a. Sprints:—starts, running stride, the finish
- b. Relays:—baton exchange, types of relay
- c. Middle distance:—running stride, hand, arm, leg and foot action, the finish
- d. Broad jump:—approach, take-off, the jump, landing
- e. High jump:—approach, take-off, kick (western, eastern, belly roll) landing
- f. Hurdles:—movement of leading and trailing leg, steps between hurdles, the start, approaching first hurdle, the finish
- g. Shot-put:—hand-hold, delivery, release, movement across the circle, recovery
- h. Discus:—hand-hold, initial stance, preliminary swings, delivery, movements across the circle, release, recovery.
- i. Pole vault:—hand-hold, pole carry, approach, swing up, pull up, body form, landing
- j. Hop, step and jump:—approach, take-off, the hop-step-jump rhythm, landing.

F. Wrestling (Core)

Skills and Techniques

- a. Stance:—on the feet, on the mat, closed stance
- b. Breakdowns:—near arm and far ankle, head lever and far ankle, far arm and far ankle
- c. Riding the opponent
- d. Reverses and escapes:—defensive positions on the mat, wing lock or side roll, escape from underneath, hip lock escape, hip lock escape with cross face
- e. Pinning holds:—near wrist and half-nelson, hammerlock and half-nelson, crotch and half-nelson, outside crotch and near wristlock.

G. Archery

Skills and Techniques:—stringing the bow, basic stance and position, nocking, holding, drawing and aiming, loosing, novelty shots.

H. Bowling

Skills and Techniques:—grip, footwork, release, speed and rhythm, point of aim

Types of delivery:—straight, hook, back up

Types of shots:—strikes, spares, splits.

I. Golf

Skills and Techniques:—grip, stance, swing, wood shots, irons, putting, selection of clubs.

J. Hiking and Campcraft

1. Skills and Techniques

- a. Campcraft:—fire building and safety, outdoor cooking, menu planning, cooking kits and food packing
- b. Knotcraft:—rope whipping, reef knot, bowline, clove-hitch, use of knots, use of lashing ropes
- c. Direction-finding:—sun, watch, stars, compass.

2. Campsites and Equipment

- a. Types of camp:—resident family, dual and individual campsites and shelters
- b. Camp facilities and resources, public lands and parks.

3. Camping Activities

- a. Campfire activities:—stories, skits, songs, games
- b. Other:—canoeing, swimming, casting, fishing, archery, hiking, ice fishing
- c. Nature study:—birds, leaves, rocks, insects, trees, animals, fish.

K. Horseshoes

Skills and Techniques:—grip, turns, stance, step and swing, release.

L. Personal Defence

Judo, ju-jitsu, boxing

Note: These sports should be offered only by teachers skilled in the activity and where facilities and equipment ensure the safety of the students participating.

M. Skiing

Skills and Techniques

- a. On the level:—gliding, steps, skating, step turn, kick turn
- b. Climbing:—side step, herring bone, traverse
- c. Downhill:—straight turn, traverse stopping, side slipping, other turns.

N. Table Tennis

Skills and Techniques

- a. Basic stance, grip, service, spins
- b. Defensive strokes:—the half-volley, the chop
- c. Offensive strokes:—the drive, the drop shot
- d. Doubles systems of play.

O. Tennis

Skills and Techniques:

Grip, stance, footwork, forehand and backhand drives, service, lob, volley, half-volley, smash, double systems of play.

IV. RHYTHMICS AND DANCE (Core)

A. *Dance*

1. Folk dance:—basic steps, fundamental and derived
2. Square dance:—patter and singing calls, single and double visiting couple, accumulative figures
3. Social and ballroom dance:—basic steps in waltz, foxtrot, tango, rumba, samba, current dance steps, dance patterns
4. Creative or modern dance
 - a. Moving in and through space:—locomotor and axial movement, space design, group design, floor pattern, qualities of movement
 - b. Dance techniques:—creative activities, improvisations, abstracts, response to stimuli
 - c. Composition principles:—units, variety, repetition, contrast, balance, harmony
5. Tap dance:—basic steps, combinations, routines
6. Ballet.

V. TUMBLING AND GYMNASTICS (Core)

A. *Tumbling*

Forward roll, backward roll, shoulder roll, dive roll, three-man shuffle, double roll, jump through, nip up, chest roll, fish flop, head spring, neck spring, hand spring, bent and straight arm, round-off cartwheel.

Trampoline

- a. Rebounding form—basic form, tuck, pike, jackknife
- b. Drops—check drop, knee, hand and knee, seat, front and back
- c. Advanced stunts—somersaults, twists, dives and back over.

B. *Free Exercise*

C. *Balances*

Squat, hand and head, forearm, snapdown.

D. *Double Balances*

Foot to hand, thigh stand, knee stand, walk-up shoulder mount, low arm to arm, assisted somersault.

E. *Pyramid Building*

F. *Horizontal Bar (boys)*

Chins, skin-the-cat, monkey hangs, belly grind, front hip circle, short underswing and dismount, low underswing with half turns at end, single knee, dismount, single knee mount from swing, single knee circle backward, double knee circle forward, single knee circle forward.

G. *Vaulting Box*

1. Sideways:—squat vault mount, jump off forward (with pike), straddle vault, squat vault, side or flat vault, front vault, stoop vault, dive over box with forward roll, neckspring, headspring, hand spring
2. Lengthways (boys): squat vault mount, kneeling vault, straddle vault mount, side vault, scissors vault with half turn, forward roll, neckspring, headspring, handspring.

H. Parallel Bars (boys)

1. Mounts:—single leg cut on, double leg cut on, lazy man kip, inverted hang to straddle
2. Dismounts:—single leg cut off, double leg cut off, front dismount to side, rear dismount to side
3. Stunts:—jump to cross rest position, jump to cross upper hang, swing from shoulders, stationary and swinging dips, hand walk forward, crab walk on bars, straddle progression, swing through and sit, forward roll to straddle, forward roll, shoulder balance, roll forward from shoulder, roll backward from straddle, kick upstart, front up rise, back up rise, upper arm kip, handstand.

I. Uneven Parallels (girls)

1. Mount:—front support mount, back pull over, hang to straddle, pike or swing legs over, knee circle mount
2. Dismount:—handstand $\frac{1}{4}$ turn, underswing high bar, straddle sole-circle
3. Movements on the Bars:—
 - a. Hanging and swinging—underswing high bar $\frac{1}{4}$ turn, skin-the-cat cartwheel, cast off high bar
 - b. Circling the bar—knee circle, hip circle, seat circle
 - c. From bar to bar—stem rise, single leg kick-over, eagle regrasp.

J. Rings (boys)

Chins or bent-arm hang, inverted hand, swing, basket, single leg cut, in-locate, dislocate.

K. Balance Beam (girls)

1. Mounts:—straddle over to sit, squat mount, fence vault
2. Dismounts:—pike jump, English hand balance, cartwheel
3. Locomotor movements:—runs, hops, jumps
4. Balances:—front scale, knee scale, lunge
5. Tumbling stunts—front roll, back roll.

VI. AQUATICS (Core)

A. Swimming

1. Adjustment to the water, drownproof techniques
2. Strokes:—front crawl, back crawl, elementary back stroke, side stroke, breast stroke, hybrid strokes
3. Floating, treading water and sculling
4. Diving
5. Life saving (for advanced swimmers)
6. Water games.

B. *Synchronized Swimming*

1. Sculling:—flat scull, head first, feet first, circle propellor
2. Back entries:—back tuck somersault, back dolphin, kip, flying back dolphin
3. Forward entries:—front tuck somersault, front pike somersault, bent knee front, tuck somersault, porpoise
4. Ballet leg figures
5. Strokes
6. Floating:—back layout, tub, log roll, marlin, waterwheel, shark
7. Individual and group routines and patterns to music.

C. *Water Safety*

GRADE VII AND VIII HOME ROOM GUIDANCE

References

No primary references or texts are prescribed for either the Grade VII or Grade VIII Home Room Guidance programs but teachers and students may find material of some value in the following books and chapters:

ABOUT GROWING UP: National Forum Inc.,
Grade VII, Section I —Chapters 1, 3, 12
Section II —Chapters 8, 12, 17
Section III—Chapter 13
Section IV—Chapters 4, 5
Section V —Chapter 7

BEING TEEN-AGERS: National Forum Inc.,
Grade VIII, Section I —Chapter 24
Section II —Chapters 14, 15

These books are available for use in many schools.

As well, the booklet, *OUR PROVINCIAL GOVERNMENT*, contains useful material for the section of the Grade VIII course devoted to a discussion of education in Alberta. The Annual Report of the Department of Education, The School Act, and the Junior High School Handbook will also prove helpful.

The booklet, *STUDY YOUR WAY THROUGH SCHOOL*, Gerken, (Thomas Nelson & Sons, Toronto) has some suggestions about approach to study that will encourage examination and discussion.

Course Content

GRADE VII

I ORIENTATION

- A. *School Routines*
- B. *Geography of the School*
- C. *General Objectives of Grade VII*
- D. *The Home Room*
 - 1. Organization of Home Room Government
 - 2. Home Room Courtesies and Duties

II STUDENT BEHAVIOUR

- A. *School Regulations*
- B. *Desirable Behavior*
- C. *Good School Relationships*

III STUDENT GOVERNMENT

- A. *Purpose of Student Government*
- B. *Nature and Operation of Student Government*
- C. *The Business Meeting*

IV SCHOOL PROGRESS

- A. *The Report Card*
 - 1. What Do Examinations Measure?
 - 2. Purpose of the Report Card
- B. *Understanding the Report Card*
 - 1. What Letter Grades and Symbols Convey
 - 2. What Danger Signals May a Report Card Contain?
- C. *Desirable Habits of Work and Study*

V EXTRA-CURRICULAR ACTIVITIES

- A. *Planning Extra-Curricular Activities*
 - 1. Difference Between Curricular and Extra-Curricular Activities
 - 2. Budgeting of Time for Extra-Curricular Activities
- B. *Possible Extra-Curricular Activities*
- C. *Leisure-Time Activities*
- D. *Hobbies*

GRADE VIII

I NEW RESPONSIBILITIES IN GRADE VIII

- A. *Accepting New Privileges and Responsibilities*
- B. *Accepting Responsibility for Self-Development*
- C. *School Citizenship*
- D. *Responsibility to School Authority*

II IMPROVED SCHOOL ACHIEVEMENT

- A. *Student Report Card*
 - 1. Why a Report of Student Progress is Given
 - 2. How Report Card Marks Are Determined
 - 3. What Report Card Marks Mean
 - 4. How Work-Habits, Personality, and Character Ratings are Determined and What They Mean
 - 5. Attendance and Promptness
- B. *Survey of Pupil Difficulties and Present Learning Techniques*
 - 1. Collecting the Data
 - 2. Analysing the Data
 - 3. Follow-Up
- C. *Self-Improvement*

III OUR PUBLIC SCHOOL SYSTEM

- A. *One Hundred Years of Development in Public Education in Alberta*
- B. *The Department of Education and Its Work*

- C. *How Our Local School System Operates*
- D. *A World-Wide Drive to End Illiteracy*
- E. *Financing Public Education in Alberta Today*
- F. *The Problem of Preventing Dropouts*

IV PLANNING AHEAD

- A. *Tours to:*
 - 1. Industries
 - 2. Vocational and Agricultural Schools
 - 3. University Open House
 - 4. Master Farms
- B. *Use of Films and Television Programs Which Relate to the World of Work*

GRADE IX GUIDANCE

A. INTRODUCTION

The theme of this course is decision-making. This process involves the ability to effectively assess a situation in order to choose, from the alternatives, the most appropriate behavior.

Student understanding and use of decision-making skills should result in an increased ability to:

- 1. plan
- 2. assess one's own abilities, interests, values and personality
- 3. relate this assessment to vocational requirements
- 4. make good educational, vocational and personal decisions
- 5. apply the decision making model to any choice situation
- 6. take responsibility for his own educational, social and personal adjustment.

B. RECOMMENDED TEXTS AND REFERENCES:

I *DECISION-MAKING*—Zingle, Safran, Hohol

II *CURRICULUM GUIDE FOR GRADE IX GUIDANCE*—Department of Education.

Course Content

UNIT I DECISION-MAKING

- a. Levels of Awareness of the Need for Choice
 - i. No mention of choice
 - ii. Mention of a need to choose and possible alternatives
 - iii. Mention of a choice or steps to aid in making the choice
 - iv. Mention of a reason for choice
 - v. Mention of the relationship of immediate to intermediate or ultimate choice.
- b. Levels of Choices
 - i. Immediate
 - ii. Intermediate
 - iii. Long Range

- c. Decision-Making Pattern
 - i. Select goal
 - ii. Collect all pertinent information.
 - iii. Establish and examine alternatives and possible consequences.
 - iv. Select an alternative after weighing the risks against the values involved
 - v. After implementation of one's choice periodic reexamination should occur.

DECISION-MAKING—Chapters 1 and 2

UNIT II FACTORS INVOLVED IN VOCATIONAL DECISIONS

- a. Academic Achievement
 - i. Evaluation Procedures
 - Purposes
 - Types
 - Predictions
 - ii. Study Methods
 - iii. Study Schedules
 - iv. Relationship of achievement to decision-making.

DECISION-MAKING—Chapters 3, 4, 5, and 6

- b. Aptitudes and Abilities
 - i. Individual Differences
 - ii. Theories of Aptitudes
 - iii. General Ability
 - iv. Special Aptitudes
 - v. Special Abilities
 - vi. Relationship of aptitudes and abilities to academic achievement and vocations.

DECISION-MAKING—Chapters 7 and 8

- c. Interests
 - i. Nature and role of interests
 - ii. Development of interests
 - iii. Measurement of interests
 - Expressed
 - Manifested
 - Inventoried
 - iv. Relationship of interests to aptitudes, abilities, academic achievement and vocations.

DECISION-MAKING—Chapters 9 and 10

- d. Values
 - i. Characteristics of Values
 - ii. Values and Risk-Taking
 - iii. Values and the Self-concept
 - iv. Relationship of values to academic achievement, aptitudes, abilities, interests and vocations.

DECISION-MAKING—Chapters 11 and 12

- e. Studying an Occupation
 - i. Variety of occupations
 - ii. Relationship between education and job preparation
 - iii. Relationship between the knowledge of oneself and one's knowledge of occupations
 - iv. Types of occupational information required
 - v. Sources of occupational information
 - vi. The use of occupational information in decision-making.

DECISION-MAKING—Chapters 13, 14, and 15

UNIT III THE FUTURE

- a. Decision-Making Model
 - i. Review
 - ii. Application
 - iii. Case Studies.

DECISION-MAKING—Chapters 16 and 17

GRADE IX AGRICULTURE

Objectives:

1. By providing a rich background of knowledge and information, to develop a better understanding and appreciation of agriculture and farm life, as well as a desirable attitude towards them, as related to:
 - (a) general contribution to our way of life and economy
 - (b) basic control factors involved
 - (c) general nature of procedures and practices involved
 - (d) an awareness of the associated problems and hazards, and the importance of conservation and safety precautions
 - (e) the need for improvement and maintenance of high standards
 - (f) enjoyment of the rural environment
2. To develop an understanding and appreciation of, as well as desirable attitudes towards, the role of youth in rural life—now and in the future—as related to:
 - (a) contributing towards, and maintaining, a satisfactory farm home
 - (b) working effectively in organized groups
 - (c) exercising constructive leadership, and recognizing and following worthy leadership
 - (d) maintaining desirable relationships with parents, teachers, and the community
 - (e) intelligently participating in worthy social and civic enterprises
3. To develop proficiency in fundamental agricultural skills and abilities as related to:
 - (a) acquiring, understanding and effectively using the vocabulary and mathematics of agriculture
 - (b) thinking rationally in the solution of agricultural problems
 - (c) learning how to find and interpret the results of agricultural research and thence applying them to practical work in agriculture
 - (d) learning how to do by doing
4. To develop strong vocational interests in agriculture, and to give aim and purpose to further occupational preparation, as related to:
 - (a) an awareness and appreciation of the numerous opportunities and possibilities in agriculture and related occupations and to determine the advisability of entering the field
 - (b) understanding and appreciating the need for further study and training and how to obtain it.

Course Content:

The course is organized to develop two main types of abilities on the part of the student: (1) broad understandings and overview of the leading areas of agriculture, (2) skills and managerial abilities or learning experiences provided for through the suggested subject matter content of the various units which have been organized as follows:

- Unit I Understanding and appreciating agriculture and some of the problems of rural youth—orientation
- Unit II Understanding the nature and behaviour of plants and animals and how they are used
- Unit III Selecting and organizing a program of practical work
- Unit IV Understanding the nature of climate and soil as factors influencing the growth of plants and animals
- Unit V Understanding how to grow plants indoors
- Unit VI Understanding generally the kinds of things to grow and how to grow them
- Unit VII Understanding how to select the most satisfactory growing and producing plants and animals:
 - A. Selecting Plants
 - B. Selecting Animals
- Unit VIII Understanding generally how some plants and animals are being produced
- Unit IX Understanding some of the problems and hazards of agricultural production and what can be done about them
- Unit X Appreciating and considering careers in agriculture and related occupations

Special Note: The entire subject matter content of Units I, II, and X is compulsory.

ART

Objective

1. To develop the creative ability in all children
2. To develop the powers of observation and visual judgment
3. To develop the capacity for appreciation
4. To develop the special abilities of talented pupils
5. To develop socially desirable habits and good citizenship.

Course Content

The suggestions offered in SECTION A may be attempted in any grade and continued with increased growth and profit throughout the three years if so desired. All features should be attempted each year. In SECTION B, a wide choice of crafts is offered. Many of these will be sampled each year, depending upon the conditions experienced and the materials available. At the same time a craft might be profitably carried out throughout the three years if the interest is strong and the student seems to benefit.

Section A

1. Colour and Design
2. Illustration
3. Non-Objective Painting
4. Lettering
5. Post Making
6. Life-Drawing.

Section B

1. Lino Cutting
2. Stage Crafts
3. Needlecrafts
4. Stencilling
5. Modelling
6. Soap Carving
7. Dyeing Processes
8. Designing in Materials.

CLASSROOM EQUIPMENT

Tack or display boards

Sink

Storage cupboard for paper

Drawing boards

Work tables

Easels

MATERIALS

Newsprint—18" x 24"
Cream manila 12" x 18" and 18" x 24"
Building paper
Tempera colors
Brushes #12 camel hair and #8 long-handled hog hair
Water color boxes
Charcoal
Powdered clay
Plaster of Paris
Asbestos powder
Shellac
Paste
Gummed paper
Glue
Battleship linoleum
Masking tape
Rubber cement

DRAMA

ALTERNATIVE PROGRAM FOR 1970

INITIAL LEVEL

PRELIMINARY STATEMENT

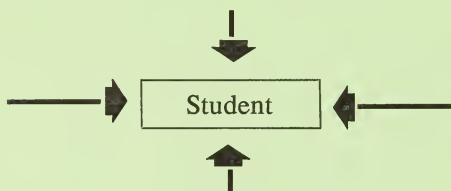
Dramatic activity involves the whole person — the development of the individual, through experience and expression of his creative self — in movement, mime, dance, improvisation or the scripted play.

All drama — and we use the term to include not only formal theatre but the study of improvisation, pantomime, film, television, media shows, dance, opera, radio plays, etc. — *can be creative* — if presented in such a way that the full resources of each individual are challenged.

The Secondary School Drama Curriculum from Grades VII to XII is predicated on the belief that drama must begin with development of the creative faculties of the student. From this base the course is built progressively in order to obtain for the student at the advanced level the broadest possible theatrical experience, for example, play production, critical viewing of theatre, film, television, film production, etc. Therefore, teachers should note that this program of studies differs from the previous one in that the program is not developed through five or six grades but through *three levels*.

Level 1

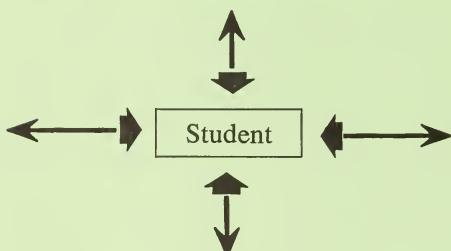
Initial — development of creative faculties



THE ARROWS INDICATE A FLOW of experiences provided by the teacher to develop personal resources and lay foundations for further creative exploration.

Level 2

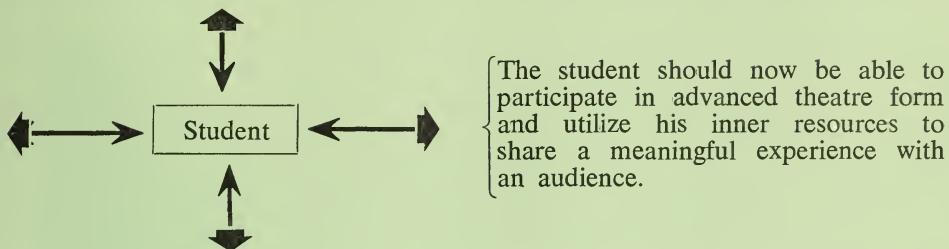
Intermediate — enrichment of creativity and a growing awareness of art form which may include the limited theatre experience.



The two-way process of student-teacher shared responsibility for further development and growing awareness of theatre form.

Level 3

Advanced — continuing development of creative faculties plus theatre experience.



In the Junior High School and in Drama 10 it is expected that the Drama program will draw from the initial and intermediate levels.

INITIAL LEVEL

The uniqueness of each person is his individuality and in this — whether it be academic, technical, creative, or a combination of all three — he should not be compared with any other person. Drama is concerned with developing this uniqueness and helping each person to discover and to reach his own potential. A well-structured program which provides for creative experience on the part of the student, can develop within the student an awareness of the world, empathy with others, concentration, imagination, physical confidence, emotional control, expressive oral communication, self-discipline and tolerance. Drama has a unique contribution to make in the emotional and intuitive development of the student as the academic disciplines have in his intellectual development.

The objectives of the Initial Level are, therefore, *not* theatre oriented but concentrate on the development of the student's own resources.

Statement of Objectives

1. To develop concentration
2. To develop sensory distinction
3. To obtain freedom and control in physical movement
4. To develop imagination
5. To establish foundations for further exploration in creative experience
6. To develop an awareness of the world today through an understanding of today's media and the responsibility of media to society.

It is intended that some or all of the units be used, each being developed to a greater or lesser extent, to provide a variety of experience. However, it is possible for a teacher to emphasize *one* of the units and develop it over a period of a semester or year, as these units are based on the premise that teachers teach best what they know and what they feel most confident in.

Units

The activities for each of the following units are based upon the six parts of the Statement of Objectives.

Creative Speech — The dynamic and confident use of language, to communicate original and interpretive thoughts and ideas, the emphasis being on individuality rather than on the acquisition of technical skills.

Dramatic literature as a creative experience — The study of plays, radio scripts, television scripts, themes of films, etc., as a medium of communication of thoughts, feelings, ideas, *not as an academic analysis*; i.e., the play or film produced — the story told, the characters portrayed.

Media as a communicative art — A study through a variety of experiences of contemporary media (television, films, radio, newspapers, etc.) to develop an awareness and appreciation of the contribution of these changing forms in society.

Improvisational theatre — Improvisation means a situation, story, play without a script; such a situation, story, play can be told with or without words. The emphasis in this initial level is on movement improvisation rather than the extensive use of improvised dialogue, which is a more complex and advanced form of improvisation.

Linking drama with other creative arts — The intention of this unit is to offer the drama teacher a variety of approaches through utilization of aspects of other creative arts, thus emphasizing the strong interaction amongst all the arts.

Recommended Teacher Reference:

Way, Brian. *Development Through Drama*. Don Mills: Longmans, 1967.

DRAMATICS

Recommended Texts and References

Primary Reference:

I Kaasa and Peacock. *Adventures in Acting*.

Secondary Reference:

I Adams and Pollock. *Speak Up*. Brett-MacMillan.

This book is useful for the units on Voice and Diction; Enjoying and Presenting Plays, Pantomime, Effective Listening, Radio and Television, Screen Plays, Evaluation Charts.

II Queen's Printer (Ottawa). *Dramatic Series*.

Inexpensive but helpful source material.

Teacher References:

I H. Nelms. *Play Production*.

A handbook for the backstage worker including casting, stagecraft, costumes, makeup, lighting, stage business and acting techniques.

II Rosenstein, Haydon and Aparrow. *Modern Acting: A Manual*.

A handbook containing theory and exercises of pantomimes and improvisations.

III Barnes and Sutcliffe. *On Stage Everyone*. Brett-MacMillan.

Contains theory and exercises on acting, stage and lighting, terms, stage movement, as well as a number of scenes and a further list containing numbers of characters.

IV Ommaney. *The Stage and the School*. Harpers.

A handbook containing information on play production (back and front stage), technical terms of the stage crew, lighting, sets and costuming, voice production, radio, television and movies.

Objectives

1. To develop the correlation and coordination of body and voice
2. To develop flexibility and control of emotions
3. To develop the qualities of cooperation, initiative, and responsibility through participation in play production
4. To develop a measure of evaluation of movies, stage plays, and radio and TV plays
5. To develop an appreciation for plays of higher dramatic and literary value.

Course Content

Dramatics in the junior high school has been limited to two courses, one to be offered in Grade IX. The Grade VII or VIII course is not a prerequisite for the Grade IX course.

Although it is felt that the suggested order of compulsory units will meet with the approval of the majority of teachers, those who wish to alter the order should do so. Although the course has been organized in units to ensure a systematic coverage of content, the understandings and skills acquired in each unit should be continuously utilized and integrated with the work of succeeding units.

The Grade VIII course has been drawn up with three compulsory and two or three other units to be selected from the list of optional units.

The Grade IX course has four compulsory units, with one or two units to be drawn from the list of optional units.

It will be noted that the units on pantomime and improvisation appear in both courses. Students taking dramatics for the first time would be expected to spend more time on these units, working gradually from simple exercises to more difficult ones. In the second year it is expected that these units will probably be shorter with emphasis put on the more difficult exercises. A Grade IX class in which the students have not taken dramatics would proceed through the first two units in much the same way as a Grade VII or VIII class would; it would be advisable for such a class to include also the unit on Speech Training.

Units of Study

Grade VII or VIII (Compulsory Units)

Pantomime

- MODERN ACTING: A Manual*
- THE STAGE AND THE SCHOOL*

Improvisation

- MODERN ACTING*
- THE STAGE AND THE SCHOOL*

Speech Training

- SPEAK UP*
- ON STAGE EVERYONE*

Grade IX (Compulsory Units)

The Short Scene

- PLAY PRODUCTION*
- ON STAGE EVERYONE*

The One-Act Play

—*PLAY PRODUCTION*

—*A STAGE CREW HANDBOOK*

Grades VII, VIII, IX (Optional Units)

Radio

—*ADVENTURES IN ACTING*

—*SPEAK UP*

Movies

—*THE STAGE AND THE SCHOOL*

—*SPEAK UP*

Television

—*THE STAGE AND THE SCHOOL*

—*SPEAK UP*

Puppetry

—*THE HAND PUPPET*

—*THE MARIONETTE*

Skits

—*ADVENTURES IN ACTING*

MUSIC

Objectives

1. The major purpose of music at this level is to continue the educational and cultural processes begun in the elementary school.
2. The program should be planned to permit the student to have both vocal and instrumental experience if possible.
3. Time Allotment: The ratio of time given to the two basic activities of performance and listening should be approximately two to one; for example, if six periods are given, four should be performance (either choral or instrumental work, or both, with the accompanying ear training, theory, etc.) and two should be music literature lessons. Principals and teachers should attempt to maintain this ratio as far as local conditions permit.
4. In keeping with its designation as an exploratory subject, the music program should aim to include as broad a sampling as possible of the various aspects of music: choral, instrumental, theory, elementary composition and history.

Records

A band record card 5" x 8" suitable for filing can be obtained from Coles Printing Co. Ltd., 10440 - 122 Street, Edmonton, Alberta. It has space for recording issued instruments, serial numbers, uniforms, fees, addresses, phone numbers, school, and school credits obtained.

Teachers' Manuals

- I *THE BATON IN MOTION* (Conductor's Guide)—Carl Fischer Inc., N.Y.
- II *THE BATON* (Majorette instruction book) by Roger L. Lee—Boosey & Hawkes
- III *BUILDING THE ORCHESTRA*—C. G. Conn Co., Elkhart, Indiana
- IV *GETTING RESULTS WITH SCHOOL BANDS*, by G. R. Prescott—Carl Fischer Inc., N.Y.
- V *INSTRUMENTAL TECHNIQUE FOR ORCHESTRA AND BAND*—Willis Publishing Co., 124 E. 4th St., Cincinnati, Ohio
- VI *HANDBOOK FOR TEACHING INSTRUMENTAL MUSIC* (I. Cheyette)—Canadian Music Sales, Toronto
- VII *SCHOOL BAND AND ORCHESTRA ADMINISTRATION* (Hindley)—Boosey & Hawkes
- VIII *TREATISE ON MILITARY BANDS* (Adkins)—Boosey & Hawkes

Recommended Texts

- I CANADIAN SINGER, Book VI, VII
- II GUIDE AND ACCOMPANIMENTS TO THE AMERICAN SINGER, Book 6
- III SINGING TEEN-AGERS—Pitts et al.

Song Books

- I CANADIAN SONG BOOK (Melody Edition)—E. MacMillan
- II CLUB SONG BOOK FOR BOYS, Vol. 1 (Melody Edition)
- III CLUB SONG BOOK FOR GIRLS, Vol. 1 (Melody Edition)

Sight Singing

- I 777 EXERCISES IN SIGHT SINGING FOR SCHOOLS, Book 2—Eagleson
- II 777 EXERCISES IN SIGHT SINGING FOR SCHOOLS, Book 3—Eagleson

Teachers' References

- I SWEET SINGING IN THE CHOIR—Staton
- II VOICE TRAINING IN SCHOOLS—Jacques

Course Content

- I *The Choral Program*
 - A. Voice Training
 - B. Song Singing
 - C. Theory
 - D. Ear Training and Dictation
 - E. Reading
 - F. Testing and Classifying Voices
 - G. Composing Music
 - H. Music Literature
- II *The Instrumental Program* (Band and Orchestra)
 - A. Performance
 - B. Music Literature
 - C. Theory and Sight Reading

Materials for the Instrumental Program

A. Material for Orchestra:

PROGRESSIVE ORCHESTRA FOLIO—Carl Fischer Inc., N.Y.
(Vols. 1, 2, 3)

JUNIOR ORCHESTRA ALBUM—Carl Fischer Inc., N.Y.
(Vols. 1, 2, 3)

FAVOURITE CONCERT ALBUM—Carl Fischer Inc., N.Y.
See Graded Catalog—Carl Fischer Inc., N.Y.

MASTER SERIES FOR YOUNG ORCHESTRAS, including — G.
Schirmer - N.Y., Schubert, Greig, Bach, Etc.

GRADED EDUCATIONAL SERIES—G. Schirmer, N.Y.
(Vols. 1 to 5)

GREAT MOMENTS IN MUSIC—Canadian Music Sales, Toronto
(Bourdon)

EASY STEPS TO ORCHESTRA—Canadian Music Sales, Toronto

A BOOK OF VIOLIN QUARTETS—Canadian Music Sales, Toronto
(Watters & Pyle)

SONGS FOR STRINGS (Dalley)—Canadian Music Sales, Toronto

CONCERTMASTER ORCHESTRA ALBUM—Canadian Music Sales,
Toronto. (Weaver)

POCHON ALBUM FOR ORCHESTRA—Carl Fischer Inc., N.Y.

ORCHESTRAL TRANSCRIPTIONS—Canadian Music Sales, Toronto
(Weaver) (Vols. I and II)

Most of the above publications can be ordered through local music stores.

Other publishers of easy orchestral music are:

Sam Fox Publishing Co., Cleveland, Ohio

Emil Ascher, Inc., New York

Rubank Inc., Chicago, Ill.

B. Material for Band:

1. For Beginners:

THE HOLMES BAND BOOK—Carl Fischer Inc., N.Y.

THE CHENETTE BAND BOOK—Carl Fischer Inc., N.Y.

THE MOORE BAND COURSE—Carl Fischer Inc., N.Y.

STEP BY STEP—Carl Fischer Inc., N.Y.

BUILDING THE BAND—Rubank Inc., Chicago, Ill.

CONTEST BAND FOLIO—Rubank Inc., Chicago, Ill.

ALL MELODY BAND BOOK (Unison)—Rubank Inc., Chicago,
Ill.

FIRST STEPS BAND BOOK—Rubank Inc., Chicago, Ill.

PROMOTION BAND BOOK—Rubank Inc., Chicago, Ill.
(16 easy program numbers)

35 FAMOUS CHORALES—Canadian Music Sales, Toronto
(Yoder and Gillette)

2. For Second Year and More Advanced:

BRIDGING THE GAP—Carl Fischer Inc., N.Y.

GOLDMAN BAND SYSTEM—Carl Fischer Inc., N.Y.

See graded catalogs of:

Carl Fischer Inc., N.Y.

Rubank Inc., Chicago

Southwell Publishing Co., Kansas City

Boosey & Hawkes Co. Ltd., Toronto

Fillmore Music House, 528 Elm Street,
Cincinnati, Ohio

INDUSTRIAL ARTS

SAFETY

EVERY INDUSTRIAL ARTS LABORATORY MUST HAVE AN EFFECTIVE SAFETY PROGRAM. THE TEACHER MUST BE VIGILANT TO PROVIDE ADEQUATE AND CONTINUOUS SUPERVISION SO THAT SAFE PRACTICES ARE FOLLOWED IN ALL LABORATORY ACTIVITIES.

Industrial arts is a subject area which introduces students, both boys and girls, through its content and activities, to all aspects of productive society.

Objectives

1. To provide exploratory experiences in various technologies prevalent in productive society.
2. To provide a synthesizing environment for students to apply their academic knowledge in the solution of practical problems.
3. To provide a supplementary guidance function by introducing the students to the multiplicity and interrelationship of educational and occupational opportunities.
4. To provide an environment which stimulates the individuals to discover and develop their interests and talents.
5. To develop attitudes of safety with a respect for safe working habits and practices in the use of tools, equipment and materials.
6. To develop attitudes of personal and social responsibility.
7. To have the students develop an organized conceptual frame of reference interrelating the knowledge of the various technologies prevalent in a productive society.

Fields of Study

Each industrial arts student must explore no fewer than three different units of approximately equal length during any one year and such units cannot be repeated.

1. Power	2. Materials <ul style="list-style-type: none"> a. Woods b. Metals c. Plastics d. Earths 	3. Electronics <ul style="list-style-type: none"> a. Electricity b. Electronics-Computer
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4. Graphics
 - a. Visual Communications
 - b. Graphic Communications
5. Industrial Crafts (Choose one only.)
 - a. Leather
 - b. Lapidary
 - c. Art Metal
6. Developmental Research

Suggested Organization

1. Three-Year Program

Grade VII	Grade VIII	Grade IX
Electricity	Visual Communications	Electronics
Plastics	Woods	Power
Earths	Metals	Graphic Communications

2. Two-Year Program

First Year	Second Year
Woods	Electricity-Electronics-Computer
Metals	Power
Plastics	Visual Communications
Earths	Graphic Communications

(A Developmental Research and/or Craft unit may be used as a "floater" for enrichment.)

CONTENT

POWER MECHANICS

- A. Power Sources
 - 1. Direct Mechanical Converters
 - 2. External Combustion Converters
 - 3. Internal Combustion Converters (heat engines)
 - 4. Electrical Converters
- B. Power Systems
 - 1. Two-Stroke Cycle Engines
 - 2. Four-Stroke Cycle Engines
 - 3. Comparative Test Two-Stroke Cycle and 4-Stroke Cycle Engines
 - 4. Electric Motors (Optional)
- C. Transmission
 - 1. Mechanical Systems
 - 2. Pneumatic and/or 3. Hydraulic Systems
 - 4. Fluidics Systems
 - 5. Electrical Transmission Systems
- D. Educational and Occupational Projections
 - 1. Guidance Information

MATERIALS

The following major topics to be developed in the Material areas of: Woods, Metals, Plastics, Earths.

- A. The Material and Testing
 - 1. Development of Natural and Man-Made Materials
 - 2. Sources of Materials
 - 3. Identification of Materials
 - 4. Testing of Materials

B. Measurement and Layout

C. Shaping

1. Cutting
2. Shaping
3. Molding
4. Forming
5. Casting

D. Fabrication

1. Mechanical
2. Adhesion
3. Cohesion
4. Comparative Testing

E. Finishing

1. Natural
2. Coatings
3. Chemical
4. Mechanical
5. Heat

F. Educational and Occupational Projections

1. Guidance Information

ELECTRICITY

A. Uses of Electricity

1. Heating
2. Lighting
3. Electric Motors

B. Safety

1. Machines
2. Clothing

C. Sources of Electricity

1. Friction
2. Generator
3. Crystal Cartridge
4. Solar Cell
5. Thermocouple
6. Batteries
7. Thermo-Electric Generator
8. Fuel Cells

D. Controlling Electrical Energy

1. The Circuit
2. Series Circuits
3. Parallel Circuits
4. Telephone Circuits
5. Telegraph Circuits
6. Teletype Circuits

E. Educational and Occupational Projections

1. Guidance Information

ELECTRONICS

A. Electronic Systems for Reception and Transmission

1. Superhetrodyne Radio
2. Transmitters

B. Electronic Systems for Amplification

1. Phonograph System
2. Public Address System
3. Video System (Optional)

C. Electronic Systems for Calculators

1. Computer

D. Educational and Occupational Projections

1. Guidance Information

VISUAL COMMUNICATIONS

- A. Graphics
 - 1. History and Overview
 - 2. Materials
- B. Light-Sensitive Materials
 - 1. Copying Processes
 - 2. Photographic Processes
 - 3. Film Processing
- C. Technical Design and Illustration
 - 1. Pictorial Representation
 - 2. Multi-View
 - 3. Drawing Interpretation
 - 4. Instrument Manipulation
 - 5. Composition
- D. Educational and Occupational Projections
 - 1. Guidance Information

GRAPHIC COMMUNICATIONS

- A. Graphics
 - 1. History and Overview
 - 2. Materials
- B. Offset Lithography
 - 1. Offset Reproduction
 - 2. Master Preparation
 - 3. Design
- C. Photo-Offset Process
 - 1. Photo-Offset Process
 - 2. Composition
 - 3. Process Camera Simulation
 - 4. Masking and Stripping
 - 5. Platemaking
 - 6. Reproduction
 - 7. Bindery
 - 8. Guidance

D. Light Sensitive Materials

1. Composition Through Paste Make-Up
2. Positive Masters
3. Reversal Film
4. Orthochromatic Film
5. Line Color Separation
6. Projection Control in Enlarging
7. Half-Tones

E. Educational and Occupational Projections

1. Guidance Information

Section B

A. Typography

1. Printing Methods
2. Materials—Manufacture
3. Printing Process

B. Rubber Stamp Process

1. Rubber Stamp Production

C. Show Card Printer

1. Show Card Production

D. Educational and Occupational Projections

1. Guidance Information

INDUSTRIAL CRAFTS

The following major topics to be developed in the Industrial Craft areas of Leather, Lapidary and Art Metal.

A. The Material and Testing

1. Development
2. Sources of Materials
3. Identification
4. Testing for Appropriate Use

B. Measurement and Layout

C. Shaping and Fabrication

1. Cutting
2. Shaping
3. Molding
4. Forming
5. Casting

D. Fabrication

1. Mechanical
2. Adhesion
3. Cohesion

E. Finishing

1. Natural
2. Coatings
3. Chemical
4. Mechanical
5. Heat

F. Educational and Occupational Projections

1. Guidance Information

DEVELOPMENTAL RESEARCH

The unit on Developmental Research provides the industrial arts teacher with a block of time to develop new curriculum materials which are unique to industrial arts.

THE TEACHER MUST DEFINE THE CONTENT OF THIS UNIT AND GET THE APPROVAL OF THE PROVINCIAL SUPERVISOR OF INDUSTRIAL ARTS BEFORE INTRODUCING IT TO HIS STUDENTS.

HOME ECONOMICS

Objectives

1. To stimulate an interest in the study of homemaking.
2. To help pupils explore and evaluate their interest and abilities and develop skills in this field.

Course Content

The Junior High School Home Economics Program has been planned for three levels rather than for three grades since not all schools are able to offer three full years of home economics.

Recommended References:

- I *FOODS AND HOME MANAGEMENT*—Dept. of Education, British Columbia
- II *HOMEMAKING FOR YOUNG CANADIANS*—Binny et al., J. M. Dent & Sons
- III *HOMEMAKERS OF TOMORROW*—Toronto Home Economics Teachers, Longmans, Green & Co.
- IV *YOUR HOME AND YOU*—Greer and Gibbs, Macmillan Co.
- V *JUNIOR HOMEMAKING*—Jones and Burnham, Longmans, Green and Co.

These books are available at the School Book Branch.

I CONSTANTS

A. *Food and Health*

1. Level One
 - a. Canada's Food Guide—food classes
 - b. Importance of a good breakfast
 - c. Basic cooking and housekeeping skills
 - d. Planning, preparation and service of:
 - i breakfast
 - ii simple refreshment
2. Level Two
 - a. Review of daily food needs with emphasis on:
 - i lunch or supper
 - ii minerals and vitamins
 - b. Planning, preparation and service of school lunch or supper
3. Level Three
 - a. Food requirements for a junior high school girl
 - b. Review of Canada's Food Guide with emphasis on the need for protein, cellulose and water at this age level

- c. Food principles and their relations to body needs
- d. Introduction of calories
- e. Brief review of breakfast and lunch planning
- f. Planning, preparation, and service of dinner.

B. *Clothing*

- 1. Level One
 - a. Basic skills required for handsewing:
 - i hand hemming
 - ii overhanding
 - iii worked buttonhole
 - iv sewing on buttons and dome fasteners
 - b. Use of sewing machine as required for making a simple project not requiring a commercial pattern, e.g., cotton apron
- 2. Level Two
 - a. Basic skills required for hand sewing:
 - i slant hemming
 - ii slip stitch
 - iii catch
 - iv woven darn
 - b. Machine skills—use of buttonholer
 - c. Seam finishes as required on garment
 - d. Use of a commercial pattern to make a blouse or duster with short straight sleeves and collar
 - e. Weaves—plain, twill, satin
- 3. Level Three
 - a. Selection and preparation of pattern and material
 - b. One personal garment, using a commercial pattern, such as a simple cotton dress or jumper, or a skirt (firmly woven blends or cotton) with blouse, or pyjamas—cotton or rayon
 - c. Basic weaves and finishes
 - d. Seam finishes, hems, and zippers
 - e. Use and care of the sewing machine.

II ELECTIVES — Level One — any four electives; Level Two — any four electives; Level Three—any three electives

A. *A Girl's Room*

- 1. Level Three
 - a. A good bedroom plan
 - i storage space
 - ii furniture arrangement
 - c. Care of bedroom—daily, weekly, seasonally
 - c. How to make it attractive and pleasant.

B. First Aid

1. Level Two

- a. Treatment of accidents in and around the home.

C. Home Care

1. Level One

- a. General care of the home economics center
- b. Laundry for home economics center and care of school aprons

2. Level Two

- a. Housekeeping practices necessary for the maintenance of a clean orderly home
- b. Personal laundry
- c. Family wash
- d. Ironing and pressing
- e. Removal of common stains

3. Level Three

- a. Care of family possessions
- b. Help to make home clean, comfortable and well ordered.

D. Home Care of the Sick

1. Level Two

- a. Home care of the sick
- b. Preparation of a tray for a bed patient.

E. Improving Personal Appearance

1. Level One

- a. Meaning and importance of good grooming based on health practices for junior high school
- b. Good grooming.

F. Learning to Look Your Best

1. Level Two

- a. Development of daily and weekly grooming routine
- b. Care of clothing
- c. Choosing lines and color for good appearance.

G. You at Your Best

1. Level Three

- a. Development of social graces in the home and in public places
- b. Health habits and grooming as a basis for vitality and an attractive appearance
- c. Care of clothing—daily, weekly, and seasonally.

H. Learning to Care for Children

1. Level Two

- a. Responsibility a junior high school girl may assume as a helper in caring for younger children.

I. *Home Related Arts and Crafts*

1. Level One
 - a. Simple embroidery
 - b. Development of awareness of good design
2. Level Two
 - a. Basic knitting stitches—purl, plain
 - b. Completion of one simple knitting project
3. Level Three
 - a. Application of good design principles and creative ability to two craft projects:
 - i decorative stitchery
 - ii hemstitching
 - iii huck weaving
 - iv crochet
 - v knitting
 - vi smocking.

J. *Personal Relations*

1. Level One
 - a. Personal and social development
 - b. Simple entertaining
 - c. Etiquette in classroom
2. Level Two
 - a. Role of the junior high school girl in the home
 - b. Behaviour in public
 - c. Simple entertainment at lunch and tea
3. Level Three
 - a. Family relations
 - b. Contributing to family happiness.

K. *Safety and Good Management*

1. Level One
 - a. Awareness of need for safety
 - b. Safe work habits at home and at school
 - c. Principles of good management
 - d. Good organization in work areas
2. Level Two
 - a. Continued attention given to safety
3. Level Three
 - a. Continued attention given to safety.

L. *Time and Money Management*

1. Level Three
 - a. Good management in spending time and money
 - b. Wise shopping principles
 - c. Care and repair of clothing.

TYPEWRITING

Objectives for Typewriting

1. To develop the mastery of the letter keyboard
 - (a) Emphasis on touch typing techniques
 - (b) Emphasis on accuracy.
2. To acquire a working knowledge of machine parts.
3. To build typing speed through daily drill routine.
4. To develop the ability to type personal letters, personal notes, etc.
5. To develop the ability to figure tabulation problems and arrange type-written copies properly.
6. To develop the ability to read instructions carefully.
7. To develop the ability to make neat erasures and corrections.
8. To develop an understanding of rules regarding word division.
9. To develop good work habits, neatness and ability to follow a planned course of study.

Texts

Wright. *The Personal Touch*. The Ryerson Press, 1969.

Scott, Hamilton & Hertzfeld. *Modern Basic Typewriting*. Second edition. Pitman Publishing Co.

McConnell & Darnell. *Building Typing Skills*. Book 1. McGraw-Hill.

Scope

It is suggested that during the first year teachers use the content in a manner which will assist them in attaining the objectives listed above. During succeeding years, there should be continued emphasis on keyboard control and fundamental techniques. In addition, an understanding of the fine points of letter typing such as use and placement of titles, subject lines, enclosure notations, and the like in all production activities should be developed.

LANGUAGES OTHER THAN ENGLISH

SEQUENTIAL PROGRAMS

Objectives

The long range goals in the study of modern languages other than English are effective communication and cultural understanding. The specific goals are:

- a. To understand the language when spoken at normal speed on a subject within the range of a student's experience.
- b. To speak well enough to communicate with a native speaker on a subject within the range of the student's experience.
- c. To write, using authentic patterns of the language.
- d. To read with direct understanding, without recourse to English translation, material on a general subject.
- e. To understand linguistic concepts, such as the nature of language and how it functions through its structural system.
- f. To understand, through the language, the contemporary values and behavior patterns of the people whose language is being studied.
- g. To acquire an understanding of the significant relationships between the features of the area or country (geographic, economic, political, historical) and the language itself.
- h. To develop an understanding of the literary and cultural heritage of the people whose language is studied.¹

In reaching a decision regarding the amount of time which might be allocated to a program in a language other than English, administrators and teachers are invited to review the following considerations:

- a. All interested students should be permitted to continue or to begin the study of a language other than English on a sequential basis so that progress in this language may be continued through the secondary school years.
- b. Schools utilizing at least the minimum time suggested in the Junior High School Handbook for all of the three Junior High School years, i.e., 120 minutes weekly in Grades VII, VIII and IX, should consider the 11, 21 and 31 route in the Senior High grades. (At the present time this program is available in French only.)
- c. Schools utilizing the minimum time suggested in the Junior High School Handbook for less than three years, i.e., 120 minutes weekly in Grades VIII and IX should consider a program which continues at the "20" level in the Senior High grades. Thus the time allocated for this program at the Junior High level should be of sufficient amount to permit a student entering high school to continue the study of this same language at the "20" level.

¹Adapted from *Guidelines for NDEA Title III*, issued by the U. S. Department of Health, Education and Welfare, Bureau of Educational Assistance Programs, January 1965.

A. SUGGESTED COURSE CONTENT IN THE JUNIOR HIGH SCHOOL GRADES

French

	Minimum Coverage If Offered For Three Years	Minimum Coverage If Offered For Less Than Three Years
<i>A-LM Level I</i>	Units 1 - 14	Units 1 - 10
<i>Ecouter et Parler (1968)</i>	Units 1 - 12	Units 1 - 8
<i>Ecouter et Parler (1963)</i>	Units 1 - 15	Units 1 - 10
<i>Voix et Images de France</i>	Lessons 1 - 15	Lessons 1 - 10

German

<i>Deutsch: Verstehen und Sprechen</i>	Lessons 1 - 20
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Ukrainian

<i>Ukrainian by the Audio-Visual Method</i>	Lessons 1 - 14
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Latin

Objectives

The specific objective of a program in any second language is to enable the learner to acquire a proficiency in a language other than his tongue. For the study of Latin, this takes the form of gaining proficiency in:

- a. Reading and understanding Latin.
- b. Learning more about his own language.
- c. Learning about the ancient world and its values.
- d. Comparing and contrasting his own values with those of the ancient world.
- e. Appreciating the immense contribution of Latin to the English vocabulary.

Content

	Minimum Coverage If Offered For Three Years	Minimum Coverage If Offered For Less Than Three Years
<i>Gateway to Latin</i>		At the end of the Junior High School Latin program it is suggested that the students complete all of <i>Gateway to Latin I</i> and the first sixteen chapters of <i>Gateway to Latin II</i> .

FRENCH, THE LANGUAGE OF INSTRUCTION

Le *Programme d'Etudes* du Ministère de l'Instruction Publique de notre province contient de nombreuses et excellentes instructions pour l'enseignement de la langue anglaise (Voir: *Bulletin 2C, Elementary School Language*). Nous croyons que dans une très large mesure ces directives peuvent s'appliquer à l'enseignement du français. Les instituteurs savent déjà les mettre en pratique, puisqu'ils les suivent pour l'enseignement des matières anglaises. Cela contribuera à mettre plus d'unite dans l'enseignement et en assuera le succès.

Il faut toujours se rappeler que c'est la langue qu'il faut enseigner aux élèves. L'enseignement du langage oral à l'école primaire est donc d'une importance qu'on ne peut exagérer. Aucune culture ne peut compenser la connaissance de la langue, d'abord orale, ensuite, écrite, parce que c'est elle qui rend quelqu'un capable de penser par lui-même, de s'assimiler les pensées des autres et de donner une forme personnelle à ses pensées.

Le But Principal

Le but principal de l'enseignement d'une langue, c'est la connaissance de cette langue, c'est à dire, de capacité d'exprimer oralement et d'écrire d'une façon juste et précise des idées et des opinions personnelles.

Materials

A. Language Texts

Grade VII

Je Comprends la Grammaire

Cours moyen: première année, édition 1962

Grades VIII and IX

Grammaire Française Expliquée.

Cours moyen, fin d'études, édition 1961

Note: In a few classes having pupils of above average ability, it would seem possible to complete *Je Découvre la Grammaire* at the Grade V level and *Je Comprends la Grammaire* in Grade VI. In such classes, *Grammaire Française Expliquée* would be used by pupils in Grades VII and VIII. It is suggested that once these pupils successfully complete these language recommendations that the following language text be utilized in Grade IX:

Grammaire Française Expliquée

Enseignement moyen, édition 1961, 6e-6e

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